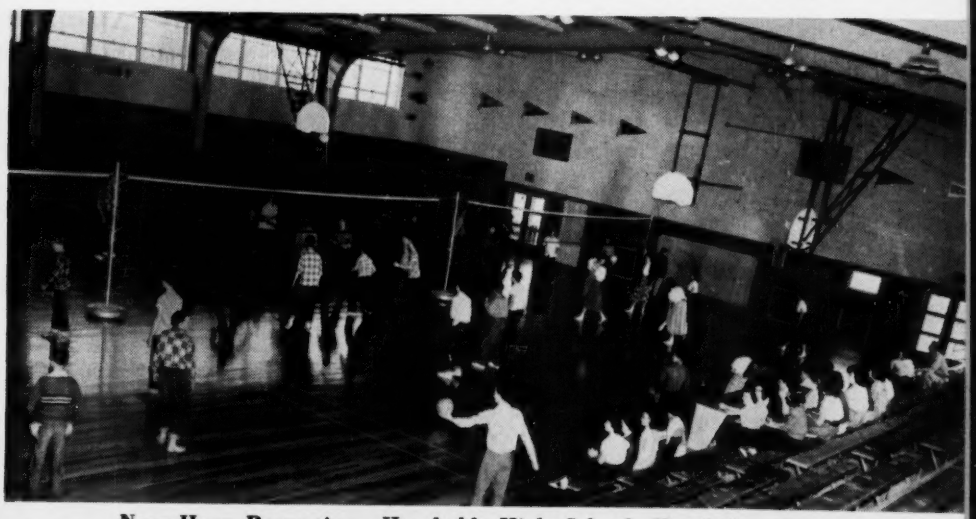
School Activities

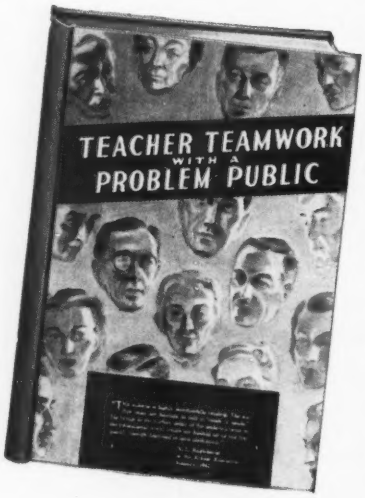
Keeping Students Busy—Kisarazu Grade School, Tokyo, Japan



Noon-Hour Recreation—Humboldt High School, Humboldt, Kansas

An Answer Book for All Teachers

Don't learn the hard way



Teacher Teamwork with a Problem Public
by
C. R. Van Nice

Success in professional courses does not mean success in a teaching job. An A in Teacher Training does not preclude an F in teaching.

It doesn't make sense, or does it?

Not what a teacher knows, but WHOM he knows, is what counts.

Jokes on the teacher have universal appeal--like those on the policeman and mother-in-law.

Parents demand of teachers "examples" for their children that they themselves will not set.

This book is a positive and constructive treatment of the basic problem of our public schools—the problem of public understanding, co-operation, and support. In a practical and entertaining manner, it shows the teacher how he, or she, can step-up matter-of-fact acceptance of a public school program to its active endorsement and replace public indifference with sympathetic enthusiasm.

After reading this book, every school administrator will recommend it to his teacher.

Price $2.00

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School Activities

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As the Editor Sees It

A few of our state high school activities associations have an office building of their own, generally some old former residence. Some of them maintain a single office, often in an officer's own home. And some of them have only a post office box.

The Kansas State High School Activities Association has just recently moved into its own new and modern building (in Topeka), specifically designed for its program, and paid for by its own funds.

We have long considered this Association the best in the country, and are happy that it will be housed in the best of offices.

Congratulations to Kansas, and to Commissioner E. A. Thomas who has been the enthusiastic, sagacious, and tough-minded guiding spirit in this fine development.

Here is something for other state associations to shoot at.

Said a nationally known football coach recently just before a crucial game, "We'll put on a good show." Note that he did not say, "We'll develop the characters of the players and spectators." At least he was honest. Apparently coaches have adopted the commonly quoted dramatic slogan: "The show must go on."

Time again to begin planning for the commencement season. And time to examine most critically and carefully traditional customs and practices. The graduation program represents the most important single educational event of the entire year. Hence, it should be worthy of the occasion.

A recent investigation showed that only about one in four of the secondary schools studied issue and use an activity ticket. This is amazing because it is commonly assumed that all schools use this plan to finance their activities. The advantages of the ticket plan are so numerous that it is difficult to see why so many schools do not use it.

We are always looking for the articles and pictures, which you might send us. Thanks.

Increasingly, business men are coming to the conclusion that advertising in the school yearbook represents a sort of charity, and a poor business investment. Note the number of Chambers of Commerce and similar organizations that have specifically voted against such advertising. And others have asked the school authorities for relief from this "high pressure blackmail," as we heard one man call it.

Perhaps quite naturally a staff wants to produce a book that is "bigger and better than ever," one which will compare favorably with those of larger schools, one which will win high rating from national organizations, etc. Even some staffs want to "make money" for a senior trip, commencement expenses, or other activities —a completely unjustifiable goal. Cover manufacturers, engravers, and publishers usually tend to encourage such too-ambitious ideals. The result is a frenzied financing campaign in which few or no holds are barred. Little wonder the business man dreads the yearbook season!

A reader asks if correcting tests given by the school system is a proper activity for a student council. Although such a project might be (we are not sure) an appropriate project for a future teachers club, a service club or, perhaps, a National Honor Society chapter, we believe that it is not a reasonable student council activity. Its benefits are too limited and specialized to be of value to the school as a whole.

Very often by the time a new school building has been completed there is no money left for its equipment so, in one way or another—often through the student council—the school kids are "hooked" into raising funds for the necessary gymnasium, auditorium, library, and office materials and fixtures. So these kids, under the supervision of teachers and administrators, "sell soup, peanuts, scrap iron, and rags" to complete the project. A community should be ashamed of itself and its board of education when such cheap, undignified, inadequate, and thoroughly illogical methods of financing school necessities are authorized or promoted.

"Competent, ethical, and courageous debate coaches can avoid and/or correct some of the prevailing sicknesses of forensics existing at the present time."

Six Sicknesses of Forensics

J. R. SHANNON
Del Mar, California

A RETIRED PROFESSOR thumbed his high-school yearbook of forty years ago and once more reflected sadly over the Garfield Debating Society. Two of the yearbook's 113 pages (exclusive of ads) were devoted to the forensic club. The professor was pensive in view of his knowledge of the Debating Society's demise and of the decline in forensics generally since "the good old days."

Of the 19 Debating Society members listed, the majority were prominent or active in other school affairs, which shows that debating in those days commanded prestige. Among the 19 members were:

1. The captain of the football team and editor-in-chief of the school yearbook.
2. Editor of the school magazine.
3. Business manager of the school magazine.
4. Treasurer of the senior class.
5. President of the junior class and officer of the Garfield cadets.
6. A basketball star and officer of the Garfield Cadets.
7. A third officer of the Garfield Cadets.
8. Treasurer of the junior class.

9.-10. Two members of the track team.

11. A member of the German chorus.

Beside these eleven pupils who already were outstanding in other school activities at the time, there were some younger pupils who achieved prominence later, such as the president of the senior class two years afterwards. The description of the Society in the yearbook said it had "allied itself with the State High School Discussion League." But now both the Garfield Debating Society and the Indiana High School Discussion League (sponsored by Indiana University) are dead—a sign of the times.

Walter G. Patterson[1] has resurrected some minutes of a debating club of over a century ago showing the prominence of debating in the early academies as compared with the situation today. The minutes of the society during a period of 16 weeks from November 28, 1845, to March 19, 1846, showed 16 debates.

During the forty-year interval since the publication of the yearbook, the professor engaged in numerous debates and served as judge in numerous others. Debating was his principal campus activity in college. Teaching debating in college has been a part of his vocation. Thus, through the years, the professor has observed the decline in popularity of the once-dominant activity, and has been close enough to it to diagnose its ills.

In numerous instances when the professor served as debate judge, exactly nobody was present besides the contestants, the timer, and himself. Not even the contestants' parents were there. This almost brought tears to his eyes when he recalled that when he debated in college the audience outnumbered spectators at football games. His anguish was deepened to note that the more recent contestants were youths who could not achieve in their high schools' more popular activities.

The decline in the popularity of debating as a school activity is a symptom, a result. What are the underlying causes?

A number of factors have combined to make debating a heavy loser among school activities. One is the innocuity of many of the subjects debated. Most of the 16 topics reported by Patterson were such trite and abstract questions as:

1. Walter G. Patterson, "The Debate Club, 1846 style," **School Activities,** 18:207-209, March, 1947.

Our Cover

The upper picture was contributed by Public Information Office Headquarters, Japan Air Defense Force. The school is located on the Kisarazu Air Base, near Tokyo, Japan. The teacher is conducting a reading and story class for some of the students; others are working on the blackboard; while others are engaged in various other activities.

The lower picture was contributed by the Humboldt, Kansas, Public Schools. It shows a group of students participating in noon-hour activities. Included in the varied activities are volleyball, shuffleboard, basketball, tennis, dancing, visiting. The Humboldt schools are doing an excellent piece of work in planning activities for their students during the entire day.

"Do the works of art present a more beautiful appearance than the works of nature?"

But when one proposes a live, current, topic for debate, he risks his security and professional reputation. In these days of national jitters and receding freedom of speech, a teacher would be branded as communistic if he even permitted—let alone assigned—debate on such topics as America's policy in Korea, loyalty oaths, or the Taft-Hartley Law.

A further factor forcing the decline of debating is the subjectivity of judges' decisions. An umpire in a baseball game has some close decisions to make sometimes in distinguishing between a ball and a strike, out or safe at first, and the fans often shout their disapproval. But his job is easy and objective compared with that of a judge at a debate.

Bad tactics (tricks) has been a fourth ill to weaken the public appeal of debating as a school activity. Some specific specimens of sour strategy are: dodging the issue instead of meeting the opposition head-on; trying to force onto opponents, or to get support of the audience and judges in the use of, unusual meanings of terms; quoting authority (except in support of definitions of terms) instead of presenting evidence as proof.

Bad tactics, although sour strategy, is not sordid strategy. A fifth and filthy sickness of debating is bad ethics—poor sportsmanship, the effort to win at any cost. Some sordid practices met by the retired professor in his forty years of observation and experience are: appeals to tradition, prejudice, passion, or sense of humor, instead of to reason; injecting personalities, along with satire, slander, ridicule, invective, and use of epithets; selecting evidence which leaves a false impression; playing up an unguarded statement of an opponent with a literalness never intended; misuse of accent or gesture to make a quoted statement appear to mean what it was not intended to mean; plain lying.

Perhaps the chief and final fault of this phase of forensics is an inherent flaw in the very nature of debating; debaters do not seek the truth of a moot point; they merely try to prove a preconceived conclusion. Their primary procedure is not truth-seeking but manipulating evidence. Debating is philosophically unsound. Research is a better approach to truth than argument, and as a rule there are more than two sides to a question.

What can be done? What should be done? Ought educators seek to salvage debating as a popular school activity, or should they let it die? Competent, ethical, and courageous debate coaches can avoid or correct three or four of the six sicknesses of forensics. But they can do nothing about the subjectivity and unreliability of judges' decisions, and they can never discover truth by sponsoring argument.

In light of these two irremediable faults, theory suggests that non-decision panel discussions or other discussions warrant precedence over debates as means for consideration of moot issues and for public edification. The professor's partiality to the popular school activity of his youth notwithstanding, he must admit that he has his money on the wrong horse. It may have been the right horse once, but it is now too old to keep up the pace with competing activities. The professor can't "bring back those wonderful days," and perhaps he should not even want to.

Morning Devotions

ESTELLA ARMSTRONG
Kayette Sponsor
Garden City Senior High School
Garden City, Kansas

Morning devotions is sponsored each morning by the Hi-Y and Kayette clubs in the Garden City Senior High School of Garden City, Kansas. It is felt by the clubs, the sponsors, and the administrators that these clubs should take the responsibility for spiritual leadership which is so often neglected in our high schools.

The clubs cooperate by each club taking the devotions a week at a time, and they are held in one of the rooms of the senior high building.

The program has grown in interest and in attendance since it was started two years ago. The students very definitely carry the load of responsibility in assigning specific duties and in administering the entire program.

The devotional period begins with music which enables the students to assemble in a quiet and reverent mood. The music is followed by scripture reading, which is always used as a basis for the devotional period. The students work a great deal of variation into their program. Sometimes after the scripture reading, there will be a special musical number by one of the students

and then a short prayer to conclude the period. At other times one of the students will give a thought for the day that is based on the scripture that was used. A definite spiritual growth has been noted in that some of the student leaders will give their own inspirational talks. This growth has been a definite challenge to the students.

The ministers of Garden City are aware of the devotional period each morning because they have, from time to time, participated in the program themselves. The students include all protestant denominations in asking ministers to talk at their morning devotions.

It is most gratifying to see several different students each morning either reading the scripture, singing a solo, giving a meditation for the day, giving a prayer, or possibly introducing a minister. The Garden City High School personnel feel that each time a student participates in these devotional activities, that the student grows spiritually.

Last year on World Day of Prayer, the Kayettes and Hi-Y held a short devotional period in each class in senior high and junior college. The experience that these high school students had received in holding devotional services each morning gave them self-assurance in carrying out the World Day of Prayer services even in the junior college classes which were also included. Teachers were not only amazed at the fine leadership shown by the leaders of the devotional period, but they were also amazed at the excellent receptive attitude on the part of the students in the classes. This fact shows very definitely that the morning devotional period has had a far reaching effect on the student body of Garden City Senior High.

Publishing a yearbook creates opportunity for developing responsibility, punctuality, accuracy, cooperation through the practice of writing, photography, etc.

Developing a Junior High School Yearbook

HAROLD HAINFIELD
Roosevelt School
Union City, New Jersey

YEARBOOKS ON THE JUNIOR HIGH SCHOOL LEVEL have increased in number during the past few years. Administrators have felt that the school yearbook has many values to the junior high student and school. During the past five years, the students of Roosevelt School have developed a yearbook as part of their last term's activities.

Prior to this time the students purchased autograph books where other graduates wrote silly and meaningless quotes. A few others kept scrapbooks in which to paste mementoes of their graduation program. When our principal, Mr. Charles E. Brown, and I returned from the New Jersey Teachers Association convention held in Atlantic City in November 1949, with the idea of a yearbook, the students were eager to develop the project. The cost was small, and much better for the school-community relations program.

During the past few years, various companies have developed yearbooks that fit the junior high school budget much better. Our cost for the first issue of the *Roosevelt Review* was $125 for 100 copies. Our most expensive issue, the January 1952 issue was $300. Naturally these yearbooks are not as elaborate as the high school or college yearbook, but it fits the needs of the students and their pocketbooks.

You may ask, "How is this possible?" The pages of the yearbook are photo-offset. In this method of printing, a picture is taken of the entire page and that negative is used in the printing process. The printing on the page is done by the typewriter. Thus there is no costly linotype work by the printer; no expensive cuts for pictures and art work.

As part of our yearbook contract, we are furnished with a number of blank cardboard pages that are 11 x 14-inches or larger. The students arrange and paste the material on these pages. Some ninth grade students type the write-ups about the individual students and school activities. Others are the photographers

Elementary Pupils Enjoy Their Yearbook

and are responsible for pictures of the various classes and clubs. Necessary art and lettering work is done by the more capable students using black India ink. The company also supplies paste, art directions, theme ideas, and a dummy book.

Our general plan for the *Roosevelt Review* has included the following: a title page, with a picture and name of the school; pictures of our principal, superintendent, board of education, and faculty are in the introduction section. The graduate section is next. This includes individual pictures of each senior with a write-up of the activities he has participated in during his school years. Our student activity section is next with pictures and typed descriptions of the classes and clubs. The class directory, popularity poll, and autograph page conclude the book. We have used fifty-cent boosters to help finance the cost of our last three yearbooks. The booster page is the last page in the book. Pages vary in number depending on the size of the class and the amount raised by boosters. Our smallest book contained 24 pages with a paper cover, our largest 32 pages with a padded leather cover.

Yearbooks at Roosevelt School have been an important part of our school community relations program. Many phases of the school program and some of our newer methods are brought to the attention of parents and the community in the activities section of the yearbook. Our school library staff is pictured in the library and a write-up describes the activity as well as identifying the student help. The newer methods of instruction is shown with pictures of the visual aid squad and our projector, radio, and tape recorder. In a similar manner phases of the music, fine and industrial arts, home economics, and guidance program are shown and described. We also include pictures and descriptions of the regular class program.

We have been fortunate in having a photographic service take our graduates' individual pictures. The school is under no financial obligation when taking this photo service. The company takes the pictures of the graduates on speculation. If the student wishes to purchase one 5 x 7-inch, one 3 x 5, and twenty wallet size pictures for two dollars, he may. We receive ten or fifteen percent of the sale, depending on the amount purchased by the students. This money is applied to the cost of film and flashbulbs, and developing and printing of the activity and class pictures.

When the pictures, typed write-ups, lettering, and art work are finished, they are pasted neatly on the sheets and sent to the company for photo-offset reproduction. In eight weeks our yearbooks are returned. The first yearbook had a paper cover and a plastic spiral binding. Each year the number of pages has remained about the same. It is up to the students and the boosters they bring in as to the type of cover.

To the junior high student the yearbook has an excellent value as a memory book of their junior high years and a pictorial review of their classes and classmates. Values not frequently observed by the student, but ever present to the teacher-adviser are the opportunities of developing responsibility. Staff members working on the *Roosevelt Review* have met deadlines. The company promises delivery back to the school eight weeks after they receive the material. Material for the June yearbook must be finished by the middle of April; the January Yearbook by Thanksgiving.

The staff includes students who have not been on other activities in the school. The youngsters can produce a yearbook with a

minimum of guidance and help. Proof of their fine record are a Medalist, two first places, one second, and one third place rating in the Columbia Scholastic Press Association Yearbook Critique by other judges. Develop a yearbook on the junior high level with your students. A big and pleasant surprise is in store for you and the entire school.

A dramatic scene is enacted in a high school assembly program in a manner that will always be remembered by those who were in attendance.

We Taught the Meaning of Democracy

ALBERT M. LERCH
Director of Guidance
Northampton Area Joint High School
Northampton, Pennsylvania

EACH YEAR when our school installs the Student Council Officers we attempt to present an assembly program which emphasizes the true meaning of democracy. As the director of assemblies in our school I observed that our students appeared rather indifferent to our previous efforts. I, therefore, decided to present a program, which even if it proved only half successful, would drive home the meaning of democracy in a manner that would never be forgotten in the memory of those who witnessed it.

Having been in the Military Service I was well indoctrinated on how the peoples in other countries lost their freedom and how their countries were taken over by ruthless men. With the approval of the principal I, therefore, planned to take over our school, stamp out democracy, and control the life of our students.

I secured the cooperation of the recruiting sergeant in our community and the assistance of the police department in this plot. They were the only ones besides the principal, who were in on my preconceived plan. All other persons were completely ignorant as to what was going to occur on this fateful afternoon.

The day arrived. The students were seated in the auditorium. The student council members had just been installed. The president of the student council was giving his so-called inaugural address. Suddenly all the doors of the auditorium opened precisely at the same moment. Into the auditorium, down the aisle, and up on the stage strode some grim looking policemen and the army recruiting sergeant. The remaining policemen were stationed so there was one at each entrance. The president of the student council stared at the intruders, hesitated, and continued speaking. The sergeant walked over to him and told him that he should sit down; that he, the sergeant, was now in charge.

The students and faculty stared in unbelief. They weren't quite certain as to what was going on. Some began to snicker and laugh. The army sergeant looking very stern and in a harsh voice told the students there was to be no laughing. He informed the police they were to remove immediately any student, who failed to obey, from the auditorium to an awaiting truck outside. Smiles disappeared on the faces of the audience. A little fear and concern gradually spread over many of the faces of the assembly.

When a quiet hush settled over the audience, the sergeant announced that all school officials were to move to the front of the auditorium as they were to be held responsible for helping to carry out the order of the "Sergeant." The officials complied and moved down front.

The sergeant then took out of his brief case a document I had written for him. He informed the students they were to listen very carefully to the instructions contained in the document as ordered by the party heads. Then he commenced to read.

"At one o'clock today the United States Government as such no longer exists. It has been taken over by the Nationalists Party. Upon the signal from our headquarters in Washington our party members will assume complete control of the entire country. Anyone offering resistance will be immediately removed to a correction camp. You 'Comrade Vaminsky' are to take immediate control in Northampton, Pennsylvania. Your 'comrades,' the police in that community, will carry out your orders. You are to go immediately to the high school and convene all the school officials and its students and read

to them the following instructions as commanded by our leader."

By this time the announcement that the United States government had capitulated to the Nationalists struck the students and caused various reactions among the assembled groups. Some students murmured, "no, it's not true," others exclaimed, "this is only a joke." Some smiled, others just sat motionless not knowing what to believe. "Silence," thundered the "Comrade" sergeant. The police placed their hands meaningly on their holsters. "There will be no other outburst," roared the "comrade," glancing angrily at the group. A terrific pall of silence descended upon the group. Then in a harsh tone the "comrade" sergeant read the following instructions contained in the document:

1. "At the close of this meeting all students are to go immediately to your homes and turn on your radios. Radios are to be kept on the entire time as other instructions will be given over the radio.
2. "All boys over fourteen will report back to this school at five o'clock with a few belongings ready to leave for military camps throughout the country. Anybody failing to report will be shot upon capture.
3. "Girls over fourteen will report to the school tomorrow morning at 6:30 a.m. to be shipped to various parts of the country for service to the party. Any girl failing to report will immediately suffer the penalty of death.
4. "All schoolbooks are to be gathered and placed on a pile in the street and burned. New textbooks will be supplied by the party.
5. "Teachers will remain at the school for further instructions after this meeting."

By this time an awesome silence hung over the student body. From my seat in the front of the auditorium I could see some students openly weeping. The superintendent's face was a sickly gray. Consternation and unbelief covered the faces of many teachers. I rose up out of my seat and walked up on the stage and confronted the "comrade." "Look here sergeant," I began, "you have gone far enough with this ghastly joke. This is America; you have no right to break in here like this. This is a free nation where we are allowed to speak and gather in peace without any interference from any outside group. Now tell me what's the gag? Why are you causing these students all this anguish?"

The "Sergeant" looked at me and then snarled to the police, "Take this man out. You know how to deal with his kind."

Immediately two policemen came and roughly grabbed me and started dragging me out of the auditorium. As they were dragging me I kept shouting, over and over again, "you can't do this, this is America. This is a democracy. They don't permit these things in America. This is an outrage."

All eyes followed me being dragged out of the auditorium. I passed some of our husky athletes sitting on the end seats. They sat white-faced with fear covering their faces. Others sat with their heads bowed in sorrow and dejection. Most of the others were in a state of daze and shock.

The "Comrade Sergeant" instructed the audience that there was to be no other attempt made to disrupt the meeting as was just done. He promised very severe treatment to the offender. He then continued his instructions.

6. "All interscholastic athletic games are to be abolished immediately.
7. "All students fourteen years of age and under are to spend a half day each day in military training on the athletic field.
8. "All students are to report back to the school each evening for lectures and other training.
9. "Churches and theaters are to be closed.
10. "Students are to report back at the nightly meetings everything their parents, friends, and teachers are discussing or saying."

While the "Comrade" was giving the latter instructions I had slipped in on a wing of the stage. Realizing that prolonging our dramatic presentation would possibly cause a hysterical outburst which had already reached a loud sobbing stage on the part of some students I intervened. I walked over to the "Comrade," shook his hand and bade him sit down. I called the police up on the stage and they took their places along side the sergeant. Then I calmly informed the students that what had just transpired was not real, but a cooked-up plot, and that they could now relax because there still was a United States of America and they were still free. The reaction was dramatic. They cheered and stamped their feet while tears of happiness and joy spread over many faces. Various expressions of relief were uttered by both teachers and pupils. Many a handkerchief made its appearance to wipe perspiration from foreheads or to dry tears.

I then launched into a real talk on the meaning of democracy. How other countries lost their freedom. What our responsibilities are. How we can preserve our democracy.

No audience listened more intensely to a talk on democracy than our high school students that day. Never did any group of students appreciate more the real meaning of democracy.

At the conclusion of the talk I informed the students that I wanted to really see how much they loved their country by observing the manner in which they sang, "America The Beautiful." Needless to say, at no time was any song ever sung with the fervor and deep feeling and enthusiasm as on this day when the students sang this song.

At the close of the assembly period the students went to their regular classes. The regular lessons were dispensed with and for the rest of the day democracy was discussed by the teachers and students. I interviewed many students and teachers to learn their reaction to our dramatic episode. Some of the comments I received were: "I cried because I thought I would never see my home again," "I believed it was true," "I didn't believe it at first, but when they dragged Mr. Lerch out of the auditorium then I knew it was true," "I didn't appreciate my freedom, but after today I will always appreciate it," "I was so happy it wasn't true that I really sang my head off," "If this were only make believe what must the real thing be like."

Some of the teachers confessed they were very nervous and believed it finally happened in this country. They thought it to be one of the most effective demonstrations they had ever witnessed. The superintendent who was visibly shaken remarked about its great effectiveness.

Our students and faculty will never forget this real-to-life dramatic portrayal of democracy. Its effectiveness spread throughout the homes in the community. Better still, it engraved itself in the minds and hearts of the viewers where it will serve to remind them of our great heritage.

This dramatic approach can be used in any school with a valuable impact. Some may think this approach may be too emotional or too rough on the students, but you see it actually happened in other countries. It could happen here. Our students thought it did.

A practical as well as a democratic method of electing officers and organizing a student council is essential in promoting reasonable service and efficiency.

A Democratic Student Council Election

HARRY M. MONSON
Director of Athletics
Iron River High School
Iron River, Michigan

THROUGHOUT THE YEARS the social, political, and economic phases of our life have grown more democratic. So have our schools. The student council is one of the results of this democratic trend. Pupil participation in school government is one of the most effective features of education—learning is best accomplished by doing. Student government offers young people the opportunity to learn the rights, duties, and practices of democracy by allowing them to live democratically.

Our student council had been set up years ago with this thought in mind but somewhere along the way this objective had been lost. The whole organization of the student council had developed into a disorganized and inefficient unit. One reason why the student council wasn't effective was the lack of leadership. The method of electing the leaders was a haphazard procedure. A general assembly was called and the student council adviser asked for nominations for the different offices. Very often when a boy's name was mentioned everyone in the room burst out in laughter. Someone else moved the nominations be closed. That was all there was to it. If there happened to be more than one candidate no discussion of the qualifications of the candidates preceded the voting. One of the best ways to lose the democratic spirit in school is to be slipshoddish in the way the students vote.

A few years back some of the students came to the realization of what was happening and they requested that a student-faculty committee be set up to organize a better method of electing the officers to the student council. This com-

mittee, after much work, presented a method of electing officers that was approved by the student body.

Under the new system the students nominate their favorite candidate for a school office by obtaining fifty student signatures on a petition for the office they wish to seek. Any student in school may run for an office as long as he has the necessary petition signed.

As soon as the nominations of the candidates are all in, each student running for an office selects a campaign manager. These two, along with any others they wish to have work with them, work together, designing and making campaign posters, and planning talks which will be given at the school assembly. They go about this campaigning with energy and enthusiasm, coining slogans, devising catchy rhymes and drawing cartoons. Many candidates have won their office by the use of some slogan.

After a week of this type of campaigning, a general assembly is called to present the candidates to the students. The campaign managers present the candidates to the student body and each in turn states his platform. No mudslinging is permitted in this program, but campaign managers try to make their candidates sound superior to others, plugging their scholastic and extracurricular records.

The day after this assembly program, the student body is given the opportunity to vote for its choice. On election day, regular voting booths are set up and several clerks are seated at a desk to hand out the ballots to the students. When a student comes to the polls to vote, he gives his name and class to the clerk. After his name has been checked on the class roll, he is given his ballot with all the names of the candidates printed on it. The student goes to the voting booth and no one sees how he votes as he is the only student in the booth. After he has marked his ballot, he places it in the ballot box.

The voting takes place throughout the school day. The student is given permission to go to the polls any time that he has a free period. If he doesn't have a free period, special permission is given to him to go down to cast his vote. Everyone is encouraged to vote.

At the end of the school day, the ballots are counted by student tellers and results compiled.

We know that this method of electing officers does not necessarily mean that the student council will do an outstanding job, but we do feel that it is a start in the right direction. Without good leadership, it is almost impossible to have a workable student council. We feel that this method of electing student council officers gives the student a chance to show initiative as well as the responsibility of selecting outstanding leaders.

"Let's Sing Together"

NORMAN C. MOHN
Department of Education
Texas College of Arts & Industries
Kingsville, Texas

The inculcating process of the democratic ideal in education is necessarily a slow one. In the first place, most teachers are not ready for a complete change; and to force them into a new and untried procedure is not only unfair to the teachers themselves, but a hindrance to the pupils' progress. This is especially so in music education. If cooperative measures are among the ultimate goals in music education, then such goals must come about gradually through experimentation, evaluation, further experimentation, reevaluation, and so on.

The fundamental basis upon which the music program operates is that music is the natural heritage of every child; and, it is the business of the school to offer every child the opportunity to participate in all phases of the school music curriculum. Herein lies the democractic idea—that which helps *all* children find maximum enjoyment and development in music. It naturally follows, then, that a new emphasis must be placed on the process of planning together what these new experiences may be for the class group. Consideration of the functional relationship of both the music supervisor and the classroom teacher should be in the light of children's needs.

The greatest music problem of classroom teachers in the past has been that of adhering to rigid music standards by means of set rules, specific methods, and definite materials. The reasoning behind this practice must have been that supervisors felt ordinary classroom teachers to be inadequate without supervised or preplanned procedures. The assumption could have

been that classroom teachers were not capable of originality, responsibility, or creativeness unless they could carry out instructions laid down by the music supervisor. As a result, there was a deadening of desire to be creative, to be original, in short, to be anything representative of the democratic ideal in education.

The democratic procedure in music education should be ingrained into the mind of the classroom teacher if the ideal is to become even a remote reality; and this inculcation, by necessity, must be a continuous and growing process. She should be enticed into cooperative attitudes by the supervisor's tactful and painstaking interest in her immediate music problems. Demonstrations in music teaching procedures are well and good; but, the classroom teacher at all times should be led to express *her* own initiative, *her* own ideas for solving a particular problem, and *her* own creativeness in any new project. The aspect of responsibility will iron itself out in due time if she is made to feel that her individual efforts are the cause of musical progress within her pupils. Many times she may produce a music lesson of fine aesthetic quality, surpassing any prearranged method or material supplied by the supervisor.

As a fitting code here, the movement of democratic or cooperative procedures in attacking a music problem (or any other problem, for that matter) will gradually but surely become a natural thing for the pupils in the classroom. They will capture this spirit in their own group thinking along with the teacher's suggestions; and new sources of effective methods and material will be the by-products of such activity. As long as the pupils are given an opportunity for leadership, creativeness, and initiative, they, as their teacher, will develop in their thinking, and wholesome traits of democracy will surely carry on throughout their future lives as American citizens.

Activities involved in the publication of a school newspaper are many and varied and myriad benefits are derived from their existence in the schools.

Publishing School Newspapers Develops Leadership

LAURENCE R. CAMPBELL
Dean, School of Journalism
Florida State University
Tallahassee, Florida

HIGH SCHOOL NEWSPAPERS have three main functions: to inform, to influence, to entertain. Unfortunately much of the entertainment copy is without literary or journalistic merit. At least not enough of it is. The feature, literary, or magazine section provides a real challenge to the teen-ager with writing talent. Here he can test himself in almost every writing technique. Here he can deal with a great diversity of content.

Consider the journalistic features he may write. There are who, what, when, where, why, and how features needed. To be more specific, these may be published in a well-balanced feature section:

1. What-why-how features: How-to-do-it stories and interpretative articles.
2. Where features: landmarks, places, scenery, travel.
3. When features: Historical, seasonal, anniversary, red-letter day, and special weeks articles.
4. Who features: biographical, confession, human-interest, interview, personal narrative, and similar articles.

Note also some of the possibilities in terms of literary types of contributions:

1. Fiction: dialogs, plays, short short stories, serials.
2. Non-fiction: essays and diary.
3. Poetry: limericks, parodies, light verse, serious verse.
4. Columns: humor, variety, personal, specialized, departmental.

There are so many possibilities that there is no need to wear out one type of content by using it in issue after issue. Nor is there any need to invade the private lives of students to report their alleged romances or even whom they escort

to social events. In fact, gossip has no place in the school newspaper.

Actually the school newspaper can print anything that a school magazine can print. And it can do it more cheaply. Unfortunately, very few have recognized this opportunity. For one thing, space is limited because of the cost of production. At the same time, some of the content—mere trivia and fluff easily could be eliminated. So could jokes. So could combination of titles of books, movies, and songs.

Then, too, the staff need not monopolize what space there is. The quality would improve if contests and other means were developed to induce wide participation by students. English classes should cooperate in these efforts.

Greater emphasis on rewriting is essential. Students, too, often dash off a poem or article or story. They want to rush it into print without a second reading or writing. Result? Too much sloppy writing gets into print. It is not necessary for every issue of the newspaper to look like the last issue. This need for variety is especially evident on the feature page. Some issues may feature fiction; others, prose; others, articles.

Teamwork in producing columns will result in better columns. This is true most obviously in personal and miscellany columns. Seldom can one student long maintain the quality of such a column. Today the entertainment copy should be improved. If it is, those who write it will get better training in the language arts. Those who read it will enjoy it more. In both cases, educational standards will be improved.

School newspapers should influence as well as inform. This does not mean fomenting controversies with the coach, principal, or student council. It does mean helping students to make wise decisions in their own activities.

How can the editorial staff develop its leadership role? It may present its own views through formal editorials or informal editorial columns. If it has a good cartoonist, it may publish editorial cartoons. These editorials, of course, seldom need to be written on the same subjects as those of last year. In fact, the staff might write no editorials at all on some of the overworn topics such as behavior in study halls.

The school newspaper, however, should present the views of students. It can develop a good department of letters to the editor. In this column students also may ask questions, and the staff will provide the facts needed.

The inquiring reporter technique involves asking a number of students the same question. Obviously it should be worth asking. The answers should be worth printing, although they may be very short. In some cases the pro and con technique may be used. That is, the answers of those who favor a proposition may be put in one column. The answers of those who oppose may be put in the adjoining column.

Different views may be developed more fully in symposiums, opinion interviews, and interpretative articles. Each is a real challenge to the amateur journalist, for it takes sustained effort to develop any one of the three effectively. In addition, a few standing columns may feature specific subject matter. Such columns—like the editorial itself—will interest more readers if lively headlines rather than dull labels introduce the reader to them.

A quick inventory of areas in which the school newspaper may influence will include the following:

1. School life: administration, classrooms, organizations, publications, social life, sports, scholarship, attitudes, behavior and activities.

2. Non-school affairs: community, state, national, and international topics of timely interest to readers.

3. Critical guidance: art, books, drama, motion pictures, music, radio, records, television.

4. Educational guidance: choosing a high school program, choosing specific courses, choosing extracurricular activities, learning how to study, learning how to read, using the library, choosing a college.

5. Vocational guidance: choosing a career, training for a career, getting a job and getting a promotion.

6. Military guidance: draft regulations for teen-agers, what to do when drafted, opportunities for men in armed forces, what to do after serving in armed forces.

7. Personal guidance: boy-girl problems, dating, discipline, etiquette, fashion, food, friendships, health, hobbies, mental hygiene, personality, religion.

8. Special events: National Book Week, National Education Week, National Newspaper Week.

Newspaper leadership involves problem solving. The students discover a problem. Is there anything that the newspaper staff can do about it? Sometimes there is, and sometimes there

isn't. In most instances the staff will find the school administration as interested in these problems as the staff is. If the two work together, they may look at the problem from the long-range point of view.

Students often ask why must we or why can't we do this or that. Sometimes they are satisfied when the facts are explained. By publishing explanations, the staff can build harmony and goodwill. Certainly it is essential that the staff always ask itself these questions: Is this our problem? Can we do anything about it now? What is the best way to solve the problem? Can the principal and faculty help us?

Editorials that whine, grumble, and complain do not command respect. Sportsmanship is important in journalism as in athletics. Moreover, editorials need as much factual support along with logical organization as do news stories. Leadership opportunities knock at the door of every school newspaper. To each comes the challenge to undertake a worthwhile drive or campaign. More and more, the superior staff recognizes its responsibility for vital leadership.

Secondary school teachers spend much of their time and talents in sponsoring the various so-called extracurricular activities in their respective schools.

A Study of the Extracurricular Activities in New Mexico's Secondary Schools

DR. HERBERT L. HELLER
DePauw University
Greencastle, Indiana

FACING THE TASK of teaching a class in Extracurricular Activities in Secondary Schools during the summer session at the University of New Mexico, I was resolved to make the study as functional as possible through an examination of the practices in the New Mexico secondary schools, and to employ a method of instruction that would provide a maximum of student activity and a breadth of classroom experiences.

It was not difficult to initiate and arouse the student's interest in the development of a handbook, the novelty of which readily appealed to them. With this primary goal established, the class discussed the nature of the contents of such a publication and decided that ten major areas or topics should be developed, being composed of the following: first, a general section on practices and principles of extracurricular activities as revealed from the limited textbooks and articles on this subject; and secondly, that sections on homeroom, student council, athletics, assembly, speech, school publications, music, organized class, and club activities be completed. This subsequently led to the completion of an introductory chapter, a table of contents, a description of the study, and an appendix.

As the size of the class was small, only twenty-three students representing twelve New Mexico communities, and since the students had training in only ten subject matter areas, the selection of extracurricular activities included in the handbook was somewhat limited.

Organizing the Class

After determining the tentative organization and contents of the handbook, the students chose the topic in which they were most interested and formed into committees for the development of the material. It was decided that each committee thus formed would be responsible for three types of materials: a bibliography, an outline of general practices and principles, and a report of the practices and principles of extracurricular activities in the New Mexico secondary schools.

Following this decision, a time schedule was established for the completion of the various phases of the project. It was agreed first to complete the bibliography, secondly, to work up the outline of principles and practices, and lastly to write the story of the New Mexico school's extracurricular practices. As the committees began their work on the bibliographies it was found that some selection of references was needed and it was agreed to include only those dating from about 1938 to the present time. This provided select and current references in all of the bibliographies.

Developing the Materials

During the time the committees were compiling the bibliographies in the University library, the time in class was consumed by the entire class giving attention to the development of the general outline of practices and principles in extracurricular activities. This caused the class members to read widely in order to contribute to the class discussions of the many activities, and also provided the other committee members with insight into the method to follow in developing an outline as well as an idea of the scope of material to be covered. The cooperative group thinking of this experience set the pattern for much of the subsequent work of the class.

It was apparent after a week of work that much of the data concerning the extracurricular activities in the New Mexico secondary schools must come from the principals of these schools, and the class began to formulate questions on each topic for inclusion in a questionnaire. This was done, although it was recognized that most principals were not in their schools during the summer months, and that a response to such an inquiry was likely to be small.

Each committee again submitted to the entire class their contributions to the total questionnaire. Inevitably a rather lengthy questionnaire resulted and with some misgivings, a fifteen page document was mailed to ninety-four principals with a courteous plea for cooperation in filling it out and returning it to the class within ten days' time. A very gratifying 40 per cent return resulted.

During the time spent awaiting the return of the questionnaires, the class time was spent in discussing and revising the general outlines of extracurricular practices and principles submitted by the various committees in an attempt to gain accuracy and uniformity in the outlines. This caused each member of the class to read on the various extracurricular activities as well as to reflect upon their own experiences in these fields.

As the questionnaires were returned each committee assumed the task of compiling the data on their topic and developing a one-page of interpretation of the findings. Again, as a lack of uniformity in the committee work was encountered, the data from each committee and the interpretations of the data were submitted to the class as a whole. This technique resulted in informing all of the class members of the nature of extracurricular activities in the New Mexico secondary schools.

Mimeographing and Compiling the Handbook

A large part of the class work involved the task of typing and mimeographing the materials for each section of the handbook. In order to achieve this task those members of the class who typed most proficiently were burdened with helping those who could not type. Upon two occasions typewriters were carried to class and a mass typing project was carried out.

A similar project was initiated when the job of putting the pages of the handbook together presented itself. Individual students according to their abilities carried out other phases of the work. One student drew pictures, illustrative of the various types of activities, to use as division pages, and another student worked out the design for the cover of the handbook. Another member of the class, a teacher in the local schools, made an individual study of the secret societies in the local secondary schools.

Some Findings Revealed by the Questionnaires

Data from the questionnaires revealed the following: The majority of the secondary school principals replying to the inquiry felt there was little dividing line in the school between the curricular and extracurricular activities of their students. In three-fourths of the replying schools credit was granted in some amount for student participation in extracurricular activities.

Most of the principals stated they thought the college training of the teachers who were activity sponsors in their schools had been wholly inadequate, but at the same time admitted that sponsorship duties were delegated to these teachers, and that little effort was made through in-service training programs to increase the effectiveness of the sponsors.

In one-half of the reporting schools a point system was used—both to award the student participants and to control the extent of individual participation. In a little more than half of the schools, the extracurricular activities are conducted during a regular school period. This apparently causes problems of coordination for a similar percentage of schools have committees formed to handle these problems. No data indicated any schools using specific means to motivate the student interest in extracurricular activity and it is apparent that only inherent interests in these activities direct the student to membership in any group.

It was evident that in most schools greater effort is made to limit the breadth of an indi-

vidual student's participation in activities than to encourage activity participation by a large percentage of any one student body.

The pattern of club organization in the New Mexico secondary schools followed the agricultural occupations and racial aspects of the state's population. Two-thirds of the reporting schools have FFA and FHA organizations. Spanish clubs are in two-fifths of the schools and music in two-thirds. Adolescent interests plainly explain a dominance of Pep and Lettermen's clubs in the New Mexico secondary schools.

Objective Attained by the Completion of the Handbooks

Democracy in the classroom breeds democracy in living, through group cooperation, the making of group decisions, working together on committees, submitting to others the product of one's labor and thinking—these were the experience of the class in extracurricular activities that should carry into the classrooms of the teachers in their home communities.

Specific experiences of the class include the developing of a questionnaire, reading for needed information, discussing of the wording of questions, mimeographing of voluminous materials, editing of written materials, and the writing of materials in which the students interpreted the data furnished by the questionnaire.

Many opportunities were provided for leadership to develop through committee work. Individual initiative was encouraged and all the students had many opportunities to offer to do specific tasks. It was very apparent that this project involved the determination of student goals and clear evidence of the attainment of these goals. Of the dual objectives—the completion of a handbook of extracurricular activities and the acquisition of information about extracurricular activities in the secondary schools of New Mexico—it is evident both were attained simultaneously.

Most of the students felt that the activity nature of the class provided more lasting learnings than are achieved through a more academic methodology. Of greatest value to the class members was the fact that they could carry to their home schools for future use the product of their summer's work in the tangible and useful form of an extracurricular handbook.

"Probably the most striking and significant fact regarding seniors is the incomparable uniqueness of their often envied position in the human scale."

Those High and Mighty Seniors!

M. L. STORY
Head, Department of Education
Winthrop College
Rock Hill, South Carolina

WHAT IS A SENIOR? There are moments when we are tempted to define him as the most exasperating, smart-alecky know-it-all in the whole pupil species. But remembering that these very earmarks of an increasing independence are, in a sense, our most cherished educational goals, we, of course, ultimately derive our chief pride from just such manifestations of growing competence and self-confidence. The senior's occasional arrogance is admittedly painful to the teacher or sponsor, but our recognition that it comes from a sense of his own cultivated and maturing powers is, after all, educationally gratifying. To wish for a greater docility on his part would be to refute our own prolonged efforts to help him in the necessary development of the willful poise and self-possession of an adult.

When we look at modern developmental charts we become even more aware of the natural motives which lie behind the occasional half-defiant behavior of our last-year protégés. Not only are they experiencing the height of that stage of emerging from dependence upon adults, but they are naturally engaged as never before in the more positive business of "achieving status," as the psychologists say, not only as individuals but as social personalities. Needless to say, these motives seem to prompt just those aspects of self-assertion and attention-getting which we may easily misconstrue.

The educational answer lies, of course, in our recognition of their need for "worthy causes" and in our gradual adoption of an unobtrusive attitude in the guidance of their activities. Only as we provide situations where their desire for

assertive and independent action finds a good, constructive outlet can we expect them to reflect a satisfying relationship with the world of adults. Also, as we force ourselves to take a subtler and less dominant hand in their affairs, we become less likely to impinge seriously upon their own feeling of being adults. Their need for guidance is still great, but it is a need for a special quality of less intrusive help which leaves their self-reliance more intact and which gives them the all-important opportunity for real self-direction.

We must also realize that the senior's exterior attitude of studied indifference may actually disguise real anxieties and the most serious concerns over both in-school and future problems. One is struck by the fact that studies such as those made with the Mooney "Problem Checklist" almost invariably show a preponderant maturity of purpose.

When such studies are reported, the response of seniors to the question, "Which of these areas is troubling you most?" nearly always reveals a very high incidence of the following responses: "not spending enough time in study;" "needing to know my vocational abilities;" "worrying about grades;" and "wanting to earn some of my own money."

These answers indicate not only a high degree of seriousness in their personal concerns, but curiously reflect also the unique two-sided problem which seniors face very directly. They are troubled about school and also about the all-important immediate future out of school. We cannot deliberately blind ourselves to the conflicts which this dual orientation often causes in individual cases. Certainly we can view with some detachment the natural but confusing vacillation which this may often cause in their daily behavior.

No factor in their lives at this stage is more significant than their heightened desire to conform to the standards of their own age group. It is of especial importance that we see the direct relation between this characteristic and *an appropriate program of activities.*

Their all-important group standards, which can and do originate from a variety of sources, may be formulated most favorably through interesting and continuing opportunities to "take over" and to try their fledgling wings at various adult arts. Outlets for initiative and for the expression of feelings, even of a highly cynical nature, are the only sure substitutes for the more daring avenues which occasional delinquent groups have chosen.

Defiance of convention, another typical trait, may actually serve to abet the senior's characteristic "keen idealism," or on the other hand, it may divorce itself as a tangible and serious rebellion against society. It is, of course, the basic educational task to integrate such traits by helping to provide not only the motive but the freedom to do both the worthy and the unusual.

The individual and group need for a feeling of "important difference" from others is actually no stronger than the desire to have this difference appear as a mark of *adulthood*, especially to the lower classmen in the school. We are thus obligated to approach them on the most tolerant adult terms, accepting even naively many of their unmeditated and unorthodox solutions and allowing them full opportunity to make some of the necessary mistakes of a developing experience.

Perhaps the most striking fact of all about seniors is the incomparable uniqueness of their position in the human scale. Theirs is that most lonely and isolated of all human periods when one must normally relinquish a dependence upon adults, but when one has not yet formulated the stable sort of dependence upon some higher authority which usually characterizes later adulthood. They are thus literally at sea, yet there are truly no secret formulas for steering them easily through this critical period. It is their own task and they seldom fail to tackle it willfully. Our chief asset, as always, is the largest possible measure of *understanding.*

Discipline in the Extraclass Room

CHARLES C. GIBSON
High School
Falls Church, Virginia

I speak *for* discipline in the extraclass program. I speak for the combination of self-discipline and group discipline which is often only too conspicuous by its absence. This, in addition to certain disciplines which already appear. Let me explain further.

Few will dispute the importance of a balanced extraclass program in today's school. Indeed, its value is such that it is being seen more and

more as an essential part of the curriculum, rising out of it and returning to enrich it. I accept the point of view that the curriculum consists of all the experiences which a child has within the school situation. With this in mind, the extraclass program has a very real significance.

Extraclass activities are based most closely upon the needs and interests of the students. Properly implemented, they demand the highest type of teacher ability and preparation. It has been demonstrated all too often that ability to teach well an academic subject need not imply ability as successful sponsor.

We see, then, a pattern of teacher responsibility emerging. If he is to fulfill completely the role he has assumed, the teacher must consciously prepare himself for sponsorship. He must assess himself and his shortcomings, seeking improvement where possible but at least learning to know himself better. He won't be successful, surely, if he does not possess an honest liking for young people, and at least a minimum understanding of the purposes and problems of the club he sponsors. This is the discipline required of the teacher.

The extraclass program must be also a major concern of the administrator. He cannot simply pick his sponsors at random, assigning the duties on a first-come first-served basis. He has the duty to weigh the merits of each potential sponsor against the requirements of each activity. *Can* Mr. Jones handle the Camera Club? *Does* Miss Smith like amateur dramatics? Mr. Thompson is good, but will his teaching load have to be adjusted? And so on. The administrator *must* make these determinations if he has any hope of a successful program. And success must be measured in terms of the greatest benefit to the students. This is the discipline required of the administrator.

I think most teachers will agree with what has been said thus far. We have covered briefly the areas in which responsibility usually is seen to lie. But I submit that this traditional approach overlooks the third party concerned— the student. What of his responsibilities?

We plan these programs well, we list objectives and values, and we attempt to assure good sponsorship. But the unfortunate connotation when a certain activity fails is that it is "sponsor failure." Perhaps. But what about "student failure"? Could not a lack of student self-discipline be a cause of program casualties? And if this is so, what does it imply? Just this:

Extraclass activities should be open to all, and rightly so. I do not feel that artificial prerequisites are needed for participation, provided that the student has demonstrated good school citizenship. We try to give experience in democratic living in our schools—and even the worst student can be a good citizen. But other than this no "try-outs," no grade average should be our yardstick. For example, I feel that a person with no acting ability at all can still profitably contribute to a dramatics club through backstage activities, etc., and thus share a meaningful experience.

However, once a student *has* joined an extraclass activity he should be put on notice that he has certain responsibilities rising from that fact. He should know that he has the duty of regular attendance. He must pull his own weight in any group undertaking. He must be a booster and not a knocker, for, after all, he doesn't *have* to stay in the club. He has the duty of becoming as effective a member as he can from the standpoint of acquiring skills and knowledge needed in the group.

The important thing in this approach is not that a student must have difficulty *entering* an activity but that he be a constructive participant in order to *continue* in it. Further, the requirements of constructive participation cannot be set up by the sponsor and be successful. They must be the result of student planning and administration, being rigid enough to maintain standards and flexible enough to accommodate all but the most unwilling. Passive membership in a program serves no useful purpose and the student's attitude needs to reflect this point of view. He must require dynamic participation of himself and of the group. This is the discipline required of the student.

This is the discipline which needs to be encouraged. The program is there for the student. The sponsor and administrator provide effective leadership. But the student must do more than fill a space in the room. He must have the self-discipline necessary to become an effective member, and the group must have the courage to insist upon individual responsibility. Thus only can an extraclass activity be said to fulfill its promise as an essential part of the curriculum and as a worthwhile experience in democratic living.

Public school librarians can do a great deal in promoting guidance, study and reading habits, patterns of behavior — in fact their influence can be infallible.

Place of the Library in the Guidance Program

MARY W. CAIROLI
Librarian
Cleveland Junior High School
Elizabeth, New Jersey

"Guidance is the ability to help others by sharing with illumination their problems." Whether deliberately doing so or not, librarians achieve much in the field of guidance. They understand the personalities of their young friends, and are familiar with their capabilities, accomplishments, their interests, their urges, their hopes, and disabilities.

Following are listed some of the guidance functions of the librarian:

1. To take a helpful, friendly interest in each student.

The librarian meets students as individuals who are interested in anything and everything. She must have an understanding of and an affinity for young people and their problems. To them she must be a friend always available for a conference, always ready to offer constructive advice, whether it be reading guidance, help with hobbies, behavior problems, appropriate dress, or difficulties in family relationships.

2. To guide reading in accordance with needs and purposes.

Normal students who are retarded readers and advanced readers beyond their companions of equal age and grade level, are problems in guidance to the librarian; but because of her familiarity with her patrons the reading difficulties of these boys and girls are easily recognized and adequately solved. To increase the reading abilities and interests of young minds by being able to present this book or that at the needed time is one of the duties of the librarian.

3. To train in the use of reference tools.

The librarian performs an important guidance function when she guides young people in the intelligent use of the card catalog, periodical and book indexes, the characteristics of the dictionary, encyclopedia, atlas, and World Almanac. As adults of tomorrow they will be able to unlock with ease the hidden treasures found in books and periodicals.

4. To assist in career planning.

The librarian does more than display posters, set up exhibits, have available books and pamphlets on careers. Since she understands their personalities she can aid students day by day in their many approaches to the problems in career planning, and she can give them the encouragement which adolescents require.

5. To aid in social adjustment.

Because of the close, informal association of the librarian with students many problems are revealed through which the librarian can by advice and encouragement lead the student to a satisfactory solution. A friendly word of informal advice can go far to direct a student in the right path.

6. To encourage and develop special abilities.

The librarian has endless opportunities to encourage students in the intelligent use of leisure time. Students with outstanding abilities in the fields of certain hobbies as nature study, stamp or coin collecting, fishing, hunting, may be encouraged and guided to build such a hobby into a worthwhile pursuit or life work.

7. To plan for school projects.

Social affairs such as dances, teas, holiday festivities, plans for the school paper, interest in sports, and other contests such as oratorical competitions, debates, book and reading contests—all can have their encouragement in various ways from the librarian. One of the accented phases of guidance today, and in fact of psychiatric technique, is known as bibliotherapy. Briefly bibliotherapy is the use of books and audio-visual material in helping in the adjustment of students to the anxiety and frustration that may occur in connection with their attempts to solve their problems. Librarians are as yet not trained in the field of bibliotherapy adequately. But perhaps it is not beyond expectation that in the not too distant future, librarians, especially school librarians, will be trained to serve as bibliotherapists, that is, to know how to utilize the available store

of reading, watching, and listening material for the guidance of young people. Reading then will become not only a skill to be taught but an experience to be used for the adjustment and reconstruction of self.

8. To furnish information to the counselor. The librarian may have significant information concerning the interests, abilities, and attitudes of students which would be of invaluable use to the counselor in the students' adjustment.

Needs of the Library in furthering guidance functions:

1. Greater numbers of books to satisfy all student interests. Especially books are needed on child problems dealing with the home, friendships, marriage, love, and occupations.

2. Larger selection of audio-visual aids. Films, recordings, radio and television programs planned to answer needs in students' development.

3. Enlargement of library unit. In order to fulfill the newer service functions that are being allocated to the library, it needs to be housed in a special unit composed of several rooms, each of which is designed to further a special service. A small conference room as a part of this unit could be used effectively in the library's part of the guidance program.

The school librarian must accept the challenge and assume full responsibility for her part in the guidance program.

The Evolution of Law

JACQUELINE McNULTY
Bisbee, Arizona

Setting: The stage is a courtroom. A large desk stands on a platform at the back of the stage facing the audience. Numerous chairs are placed in rows facing the desk.

Characters

The Judge: He is dressed in a black robe with a powdered wig if possible.

The Roman: He is dressed in a flowing robe, preferably of brown, with rope around waist, and sandals on feet.

The Central European: He is dressed in a long sweater, and form-fitting trousers with cardboard armor. A cardboard mask may also be made.

The Englishman: He is dressed in black breeches, white stockings, and black shoes, with a gay colored coat or vest, and with white ruffles at the neck.

The American: He is dressed in a regular business suit and depicts a typical Justice of the Peace.

Introduction

The Judge begins to state the name and purpose of the assembly when a loud and lengthy interruption from a point in the audience is heard. After a stern look, which does no good, the Judge bades the noise-maker be quiet. He then asks the audience for their opinion of this demonstration. Hands which are recognized suggest "rudeness," "unorderliness," etc. Three students are then brought to the stage and told to suggest remedies for punishment of the offender after the count of three. At which time, of course, all break into chatter at once. They are asked to return to their seats. The Judge then instructs everyone to place his head on his knees with his hands over the back of his head in order to hear the rest of the program. After a minute he jokingly bids them straighten up again.

The Judge: The purpose of these antics is three-fold. In the first instance, when the fellow in the audience raised such a rumpus, it was shown what will happen when there are no laws at all. When people live in anarchy, meaning there is no government whatsoever, every person does as he pleases when he pleases. The individual cannot and will not govern himself in the interests of other human beings.

In the third instance, when I told you to place your heads on your knees, you see the effect if one person governs authoritatively, that is without any laws to tell him how far he can command without hindering the freedoms of the individual. Even as human nature is apt to abuse the theory of individual rights, so is one person apt to abuse these same individual rights if allowed complete control.

The second instance, when you saw the three persons on the stage suggesting different remedies at the same time, serves again as a lesson in point. We cannot as 160 million separate persons in the United States write laws which might provide for every criminal or civil situation which

arises We must therefore delegate this honor or duty to those persons who are instilled with the importance of the individual. And we as members of a democratic society must follow the decisions which this delegated, informed, and we assume intelligent, minority thinks is right and proper.

May I repeat, the court system which has been set up on a local, state, and national basis in this country has a great responsibility. It must control the selfishness of individuals in a group and also the greed of the individual in complete control while at the same time being human.

The laws of the U.S. have many centuries of evolution behind them. We have several citizens with us today who would like to tell you what his period contributed. Our first citizen is a senator from Rome.

The Roman: Law is as old as human life itself. However, in ancient centuries the law was not written down but prescribed by the leader of a religious group. You have all heard of the following: "an eye for an eye, and a tooth for a tooth," "judge not lest ye be judged." These were just as binding as your traffic laws are here in Podunk. The Greek civilization was very advanced in government and they called themselves and believed themselves to be a democracy. The Greek democracy was different from ours though, for although the upper classes had equal voices in government, there were also many slaves.

The Romans are famous because they organized their law, and wrote down many of the laws. France and Germany are good examples of countries which have established law systems in recent centuries based on old Roman codes. Rome is also noted for its liberal and wise government.

The Judge: Our next citizen is the mayor of one of the cities in France which developed in the Middle Ages.

The Central European: After the decline of the Roman Empire there were no persons trained in government except the Roman Catholic priests. Therefore it was only natural that with the chaos throughout the Empire that the people should look to the church for government. So from the fifth century until the fourteenth century, when national states like France, England, and Germany, were formed, the predominant law was church law. There were exceptions to this generalization, such as the merchant law set up by travelers, the guild customs, and the knight's code of honor. One of the main concepts of law which developed in this period was that intent to commit a crime was the basis on which an act could be called a crime.

The Judge: Our third citizen is Sir Archibald Cadwaller, member of the House of Lords in England, in the 17th century.

The Englishman: The English were the next group to have a great influence on the development of law. Their great contribution was common law. When deeds were committed in the countryside which were a nuisance or considered wrong, local judges would think back to another instance in which the same thing had happened, and give the wrong-doer the same penalty. This soon became a national practice, and was passed on to the United States. The English were the first persons to write down a list of individual's rights and privileges. However, they never established a written Constitution. To this day there is no law which says how the House of Commons will be elected, for example. Tradition is their constitution.

The Judge: Our final citizen today is Mr. John Doe, Justice of the Peace in Podunk.

The American: Thus America had a variety of traditions, laws, and practices to draw from when the Founding Fathers started to write a Constitution. As this was the first one ever attempted, the framers had, and felt, a great responsibility. They felt that voluntary support of the laws should be their aim. The document which was adopted is essentially the document which we use today. However, do not be misled. The Constitution was so constructed that progress and changing theories could be cared for and still retain the essential liberties which the framers desired to lay down.

The Judge: We have tried to show you through visits from international citizens how law is a process of evolution, and that we are obligated to these people for experiments from which we reaped the benefits.

We, as members of this community, Podunk, have a duty to our fellow citizens. We must be broad-minded to see both sides of a question, have principles which lead us to actions in the correct path, and intelligence to determine whether the minority which makes the laws has integrity, honesty, and is instilled with the essential morality of the individual.

ASSEMBLY PROGRAMS for February

UNA LEE VOIGT
Enid High School
Enid, Oklahoma

February offers a variety of themes for school assemblies. In many schools, courtesy, patriotism, and brotherhood are traditional programs. Birthdays of great men suggest themes. Hearts and flags are symbols of liberty and happiness in American life.

The first half of the year is closing. Assemblies must attain a higher degree of excellence. However, the director should keep in mind that it takes ability to direct and guide. No brains and no education are required to set up the grumbling habit. Generally the loudest critic does the least work. Constructive criticism comes from those who wish others to succeed.

The speech teacher's dilemma is more aggravating, as the climax for the year approaches. Plays, assemblies, public speeches, guidance, speech correction, and tournaments plus the load of the classroom teaching! Some take up knitting —others writing!

Securing Audience Response

Audience response is the test of an assembly program. The term means the reaction of the listeners to the program. This includes not only the impressions of each individual, but reactions of the group to all of the program. To be adequate, audience response must create a feeling of appreciation and understanding of the theme and purpose. Good-will toward the participants must be evidenced at the end of the program.

The program must be stimulating and enjoyable in order to hold attention. The presentation must give a pleasing effect through the combination of qualities and skills.

The "springs of action" by Hedde and Brigance are appealing to the wants of an audience: protection, possessions, social standing, and sensory pleasures. Aristotle calls them elements of happiness. Another authority states the program must appeal to the senses; seeing, hearing, feeling, tasting, and smelling. The last needs clarification.

Speakers must be acceptable and have pleasing personalities. Personal appearances should be neat. Clothes should fit the occasion. Girls are likely to overdress and boys often appear in careless sports apparel. Even a scarecrow has his place but his clothes are not suitable for the public platform. This fundamental principle of public speaking is difficult to impress upon high school students. At a recent speech tournament, many of the girls appeared in high heels and decked with cheap jewelry. They looked as if the occasion were a gay party. Teachers have difficulty in solving the problem of "dress for the occasion." Assemblies at Emerson on "Appropriate Dress" proved to be a solution.

Participants should have poise and balance. Laziness, sloppiness, and indifference in personality have no place in a school program. If seated on the platform, students should sit erect, act naturally, and be interested in the proceedings. A certain amount of dignity and pride must be fostered.

Pupils should be taught to establish eye contact looking at friendly faces—not by looking over heads at a spot designated by the sponsor. Energetic control of bodily activity shows confidence, poise, and success. To guide students in these two principles, two films directed and produced by Dr. E. C. Buehler of Kansas University are available at visual aid departments. Students can get valuable information for themselves and then give it to the school audience in the form of skits. However, the films will prove valuable for an assembly. They are shown to speech students at Enid High School every semester.

At the close of a speech participants should pause, smile, and be seated. The audience should thank the speaker—not the speaker thank the audience. It's the speaker who does something for the audience. He has no business on the platform if he does not give the audience something. In contesting, the students start the habit of saying "Thank you" to a judge. Their only alibi is, "Other kids do it." They knew better.

Every participant should work to attain a pleasant voice. If a public address system is used, the students should learn microphone technique.

Every student should speak clearly, since the audience must hear him. Slovenly diction can be corrected by drill. Steele's exercise and simple tongue twisters will aid in improvement of articulation. Good language is evidence of an indi-

vidual's education. Dr. Buehler states that no one would wrap a wonderful gift in old newspaper. So a speaker should present his thoughts in good language.

The ideal manner of participants while on the platform should be friendly, courteous, and dignified but the speaker should avoid giving an impression of over-confidence, arrogance, and self-satisfaction. Above all, he should not try to imitate. This happened with an emcee on one particular assembly program.

The high school boy attempted to present an assembly by imitating the style of an informal emcee who presented a program given by Airfield Cadets. Mannerisms do not foster wholesome audience response. A feeling of disgust is aroused.

Although the length of the program is determined by the principal's policy, several factors may intervene. The audience must be comfortable. If ventilation is poor, the sponsor should get cooperation in securing improvement. If this is unattainable, then shortening the program is the only alternative.

An audience becomes restless and bored, if the program is too long. However, the standing and singing in unison will relieve the situation. If the group cannot hear and becomes restless, then the program should be shortened and brought to a close.

Participants should be taught how to respond to a rude student who tries to heckle. If the participant handles the situation with dignity and sincerity he shows his good disposition. If he is gracious, his listeners will admire his efforts. By appealing to fair play, sportsmanship will triumph when the group realizes that the speaker is sincere.

If the sponsor can not overcome hecklers, then the program should be shortened. It will then be necessary for the participant to overcome the memory of a terrifying incident. However, if the program is well received by the audience, the material will be stimulating, enjoyable, and worthwhile.

When the audience understands and follows without much effort, the program is considered to be a success. When numbers create a feeling of appreciation and the audience expresses that they would like to have another one like it, then audience response can be scored as superior. Good program material, plus enthusiastic performers, makes superior audience response.

LINCOLN DAY ASSEMBLY

Social Science Department

Suggested Scriptures: Matthew 25:14-19

Honest Abe is a program that should be written and produced by students themselves. The incidents of honesty from Carl Sandberg's "Abe Lincoln Grows Up" are foundation material for the script writers.

Poetry interpretation of "Oh Captain, My Captain," is appropriate for junior high school while "The Lonesome Train" and "Lincoln, Man of the People" are appreciated by high school students. Several readings are available. "Persons Who Have Known Lincoln" is a good skit. Short book reviews of biographies written about the great men can be given. "Skip to My Lou," "Pop Goes the Weasel," and "Weevily Wheat" were Lincoln's favorite folk dances. These can be obtained from any folk dance manual. Cuttings from the **Emancipation Proclamation** can be read and songs similar to "Battle Hymn of the Republic" are appropriate.

American Brotherhood week can be empha-

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sized in this assembly. The Council of Churches in many localities will provide speakers for the occasion.

The contribution of the Negro race to folk lore and drama can develop understanding and appreciation. The recent decision of the Supreme Court creates inevitable problems. School administrators and teachers must face facts and seek solutions.

"Green Pastures" by Marc Connelly is truly an American drama. It presents a little girl's conception of creation. While audiences may laugh at the characterizations and some critics call the drama mockery, the play belongs to America. The introduction to an interpretation, creates the atmosphere for the selection of parts.

Joel Chandler Harris has written Uncle Remus Stories. A cutting from "Song of the South" is delightful. Negro philosophy as well as their imagination is appreciated.

Stephen Foster's songs combined with stories from Uncle Remus, a eulogy paying tribute to George Washington Carver and perhaps a pantomime or a poem by George Wendell Johnson will attain an audience response in understanding and appreciation.

A student's research resulted in finding reasons for Vachel Lindsay's writing of "The Congo." It made good assembly material. A choral reading is delightful. Denver University presents "The Congo" at every summer session.

ST. VALENTINE ASSEMBLY

Student Council

Suggested Scriptures: John 3:16 and Ephesians 3:17-19

St. Valentine, the patron saint of romance, can emcee this program. He can crown the King and Queen of Courtesy or hold court in the Land of Romance.

"Love's Old Sweet Song," "In the Gloaming," and "Annie Laurie" are old songs to be used with one or two modern ones, Humorous musical readings are "Speak Up Ike and Spress Yo'self," and "Speak for Yourself Yohn."

St. Valentine can call from the pages of literature or history: Evangeline and Gabriel, John Alden and Priscilla, Hiawatha and Minnehaha.

In the Courtesy Court, Sir Walter Raleigh and Sir Galahad are two characters to be presented. A committee of students can decide who has been most courteous. The pupils are also presented in court.

Dan Cupid's Hospital is a good skit for assembly. The scene opens with a doctor and nurse in an office. Different entrances indicate the wards. These include accident, operating room, sanitarium, emergency, and convalescing wards.

As pupils appear, the doctor diagnoses their troubles. Those assigned to the accident ward have broken hearts; they are given large hearts to sew together. In the operating ward, hearts are to be cut from paper. Misplaced hearts are in the sanitarium. In this section of the stage, the actors hunt for hidden hearts.

Convalescing hearts are performers in a folk game. The minuet is one that will surprise the audience. It is always dignified with grace and beauty.

A Valentine Fashion Show is a parade of models. Each couple can show the styles of different decades. This number can be in charge of the home economics group.

Heart Exchange is a booth in the center of the stage. St. Valentine or Cupid emcees. Pupils have large paper hearts, and come to his booth for bargains. The hearts are exchanged for hearts labeled: merry heart, broken heart, hard heart, tender heart. A pupil then reads a poem or tells about a great man who had that kind of heart. The suggestion can form the nucleus for a worthwhile assembly. It can start humorous but terminate by paying tribute to great men and women whose birthdays are in February.

A good musical number can be two teams. Two blackboards can be on the stage. A pianist and a few singers sing the bars of a song. Each teammate writes the girls' name found in the title of the familiar song. Girls write the boy's name.

Some suggestions are: "**Annie** Laurie," "Sweet **Rosie** O'Grady," "Darling **Nellie** Gray," "Carry Me Back to Ole **Virginny,**" "Aunt **Dinah's** Quilting Party." Boy's songs can include: "Just Plain **Bill**" or "**Billy** Boy," "**Casey** Jones," "When **Johnny** Comes Marching Home," "Old **McDonald** Had a Farm," "**Frankie** and Johnny."

The song committee can work out clever songs with suggestions from a music teacher.

TALENT ASSEMBLY

Faculty Committee

Suggested Scripture: Matthew 13:1-13

Faculty assemblies are always appreciated by an audience of patrons and pupils. "Show Your Talent" was the theme of an assembly presented by the faculty of Enid High School. Miss Ruth Moore, Student Council sponsor, was chairman and arranged the program.

Miss Maurine Morrow presented several vocal solos. These included semi-classical and classical. Gerald Hemphill, band instructor, played a trumpet solo, accompanied by his wife. The chemistry instructor, Marvin Myers, sang a baritone

solo and contributed a humorous reading. A men's quartette also planned to sing.

The English teachers emceed. Mrs. Delyte Poindexter conducted a quiz program among students about teachers on the faculty, while the art teacher, Miss Katherine Bales, drew cartoons. A history teacher, Miss Helen Stewart, played background music. A violin solo by James Bruninger, assistant band director, was followed by a humorous radio speech by an announcer from KCRC, the local station.

A dialect demonstration showing how persons speak in different localities was also planned. A large map can be placed on the stage and a travel talk illustrated by various dialects.

Hobbies of teachers make good assembly material. The committee for the script can secure the list of hobbies. Principal D. Bruce Selby can demonstrate rope tricks. With a style of speaking similar to that of Will Rogers, he holds the attention of the audience with a humor and language that is appealing.

HISTORICAL ASSEMBLY

Student Council

Patriotic songs express the growth of America. A cavalcade of America can be arranged with Uncle Sam as emcee. George and Martha Washington meet modern America. A musical reading "America For Me," can be the theme or "Hats Off the Flag is Passing By." Whatever theme is selected determines the selection of program material.

If the Flag is the theme, numbers should show stages in the development of the flag to the raising on Iwo Jima. A cutting from the CBS broadcast by Don Pryor, correspondent, is available. The Marine's Hymn is also good as a musical number.

Historical tableaux and drama can show incidents similar to making the first flag, pioneer days, or the Louisiana Purchase. Betsy Ross explains how she made the Flag. The care of the flag can be demonstrated by Boy and Girl Scouts.

In the "America For Me" assembly, folk games of different countries are good. Songs and national anthems from various countries, combined with those of America, can be introduced by Uncle Sam as he stands before a large map.

A play "Watch What You Say!" by Doris Boyd, makes an ideal number. The preliminary action starts with two girls objecting to a new neighbor. The rising action continues when three movers arrive to carry out their wish that foreigners would get out and take all their belongings with them.

The climax contains the words, "America Is Like an Orchestra," with racial, religious, and national groups representing each section. Each group plays its own part but not in a corner by itself. We all play together respecting one another and producing a new world symphony called "Democracy."

SPEECH ASSEMBLY

National Forensic League Members

Suggested Scriptures: Verses from the Sermon on the Mount

The purpose of the speech assembly was to inform the students of Longfellow Junior High School about the National Forensic League of the United States. The program started after Principal Tommy Liming, from Longfellow, invited high school pupils to present a thirty-minute assembly to seven hundred students.

The National Forensic League is the speech honor society. To qualify for membership, a high school student must attain a scholarship rating in the upper two-thirds of his class. He must have earned twenty points in service or inter-school contesting. One thousand points qualify a school for membership; sponsorship, and five charter members are also required.

Enid High School received its charter in 1925. Mr. DeWitt Waller, Superintendent of Schools, was the principal. Doris May Mahaffey, speech instructor at Longfellow, was a charter member. At present, Rooky Dykes, a senior at Enid High School, is president. There are about seventy members.

When a student speaks in assembly or to an adult audience of twenty-five or more persons, he receives one service point. Radio speaking for two minutes, scripture reading, and announcing, of high quality, are also recorded as service points. Enid students gave 107 speeches during American Education Week. At that time the Junior Chamber of Commerce conducted the Voice of Democracy Contest. Their committee of Jaycees judged radio speeches of over one hundred students from three high schools: Booker T. Washington, Memorial High School, and Enid High School. Forty-seven students were members of the Enid NFL chapter and rated contest points. Speeches given to church, club, and school audiences are recorded as service points only.

When the theme, "Know Your NFL," was presented to Rooky Dykes and his committee, the group took action. They discussed the purpose which was to entertain, to inform, and "To persuade the ninth graders to like speech better and to work harder."

At that time, six tenth graders had qualified

for membership by their records made in the ninth grade. They found the dates of speeches in school notes published in the local newspapers. Elaine Neill, a senior and vice-president of NFL, was appointed to write the script. The program was to include Longfellow alumni, if possible. Their program followed the regular formal opening of Longfellow Junior High School. Rooky Dykes gave a response to a welcome address given by the President of the Student Council. A radio announcement telling about NFL was given at an improvised microphone. This student told the group that anyone interested should report to room 211. The sophomores (NFL members) came to the platform. Elaine acted as sponsor.

The sophomores asked questions concerning the making of points. On a large blackboard at the side of the stage, a tenth grader recorded the kind of service point. Jo Ann Harte and La Vena Park gave a humorous reading of "Casey at the Bat." One girl stands directly behind the other and gestures. Elaine explained a few principles for correct gesturing.

A comedy debate was presented by Dick McKnight and Dave Champlin:—"Resolved: Boys should wear make-up." The terms of the question, the need for the change, the desirability, and practicability were clearly shown.

For educational value, Dick McKnight spoke on "What Education Means to Me." It was an extemporaneous speech given at the annual Enid Education Association Banquet on Tuesday of that week. Ben Harrison gave an original oration entitled, "The Value of Good Report." "I Speak for Democracy," by David Hemphill, was a radio speech prepared for Voice of Democracy Contest that afternoon.

The program closed with the new NFL members being presented their certificates issued by Bruno Jacob, National Secretary at Ripon, Wisconsin. As each member received his certificate from Rooky Dykes, he told how he obtained the majority of his points.

He mentioned: assemblies, the Enid Speech Festival, WCTU Contest, speeches given at churches, speech recitals, and scripture readings.

D. Bruce Selby, principal, concluded the assembly with appropriate remarks.

At a later date the following note was received:

> "Thank you for allowing your students to entertain our assembly in such a fine way. Many of our students have expressed the desire to become members of the National Forensic League. Please express to the students my sincere thanks."

Sincerely,
Doris May Mahaffey

Materials for February Assemblies

Boy Scout Week: For information write Boy Scouts of America, 2 Park Avenue, New York 16, New York.

Brotherhood Week: National Conference of Christian and Jews, 381 Fourth Avenue, New York 16. The play script for "Watch What You Say!" is available at request.

Edison Birthday Committee: 10 Downing Street, New York 14, has available material for assembly programs.

"*America for Me*" is a dramatized song, available at the Paine Publishing Company, 4044 East First Street, Dayton, Ohio. (35 cents)

America Patriotic Songs is published by Remick Music Corporation, RCA Building, New York.

The National Recreation Association, 315 Fourth Avenue, New York 10, will recommend folk game books.

Information concerning the forming of National Forensic Chapters is obtainable from Dr. Bruno Jacob, Secretary National Forensic League, Ripon, Wisconsin.

Denison's Musical Readings are published by T. S. Denison & Company, Minneapolis, Minnesota.

"The Raising of the Flag on Iwo Jima" is found in the latest edition of *American Speech* by Hedde and Brigance published by J. B. Lippincott Company, Chicago, Illinois.

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The new line is available only from Bell & Howell Special Representatives. List prices are $464.95 for the single case Specialist Filmosound, and $714.00 for the single case, magnetic recording projector. Prices include Federal Excise Tax. Further information is available from Bell & Howell Company, 7100 McCormick Road, Chicago 45, Illinois.

NEW FILM CATALOG

Association Films, national distributor of 16-mm sound motion pictures to schools, clubs, industrial plants, television stations, and other community organizations, announces publication of its 39th annual catalog, **"Selected Motion Pictures."** More than 1,400 subjects are described, including 140 industrially-sponsored free-loan films. Association is the oldest distributor of non-theatrical films in the country, having begun operations in 1911.

The films are grouped under 22 category headings to assist teachers, industrial relations directors, program chairmen, and others who use films in their programming. Among the categories are: Agriculture, Arts and Crafts, Geography, History, Home Economics, Industry and Manufacturing, Social Science, and Entertainment.

These films may be used by community organizations at no charge except transportation. (Recent legislation, enacted by Congress, has given 16mm films, the same postage rate as books, which greatly reduces transportation costs for films.)

For copies of **"Selected Motion Pictures"** it is requested that film-users write: Association Films, 347 Madison Avenue, New York 17, N. Y.; or the company's libraries in Ridgefield, N. J., (Broad at Elm), Chicago (79 E. Adams Street), Dallas (1915 Live Oak Street) and San Francisco (351 Turk Street).

"TAPES FOR TEACHING" CATALOG AVAILABLE

A new 35-page catalog listing tape recordings available for teaching aids has recently been announced by the Audio-Visual Center, Kent State University, Kent, Ohio. Teachers may obtain catalogs upon request. Tape and recorder manufacturers for the master tape library at Kent are Minnesota Mining and Manufacturing Co., and Brush Development Company.—Ohio Schools

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS MARCH 3, 1933, AND JULY 2, 1946.

of School Activities Magazine published monthly except June, July, and August, at Lawrence, Kansas, for September 30, 1953.

County of Douglas, State of Kansas, ss:

Before me, a Notary Public in and for the State and County aforesaid, personally appeared Ralph E. Graber, who, having been duly sworn according to law, deposes and says that he is the Associate Editor of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semi-weekly, or tri-weekly newspaper the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the act of August 24, 1912, as amended by the acts of March 3, 1933, and July 2, 1946 (Section 537 Postal Laws and Regulations), to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:
Publisher: School Activities Publishing Co., Lawrence, Kansas.
Editor: Harry C. McKown, Gilson, Illinois
Managing Editor: C. R. Van Nice, Topeka, Kansas

2. That the owner is School Service Co., Inc., 1041 New Hampshire, Lawrence, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1% or more of total amount of bonds, mortgages, or other securities are: (if there are none, so state) Harry C. McKown, Gilson, Illinois; C. R. Van Nice, Topeka, Kansas; Ralph E. Graber, Lawrence, Kansas; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; Harold E. Allen, Lawrence, Kansas; T. H. Reed, Topeka, Kansas; Ray Hanson, Macomb, Illinois; Harold E. Gibson, Normal, Illinois.

4. That the two paragraphs next above, giving names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholders or security holder appears upon the books as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

RALPH E. GRABER
(Signature of Associate Editor)

Sworn to and subscribed before me this 27th day of November, 1953.

CLIFTON C. CALVIN

(SEAL)

(MY Commission expires November 6, 1956)

News Notes and Comments

An Excellent Astronomer's Aid

Star Explorer was designed by Dr. Hugh S. Rice of the Hayden Planetarium for the use of the Junior Astronomy Club of New York. It is an ingenious little device, measuring about 9 in. x 9 in. and printed in blue and black on durable card. By means of the Explorer, the stars may be accurately located and identified at any hour of the night, any night of the year. The constellations, all clearly marked, are printed on an inner disk, which revolves to simulate the diurnal motions of the celestial bodies. On the face of the card are markings for date and time, corresponding to similar figures on the rim of the disk. By simply spinning the disk, the constellations rise and set in perfect order until they are in the position desired by the star-gazer. Cost, 50 cents each (with reductions for schools).—Illinois Education

Spanish TV Station

Raul Cortez of San Antonio, founder of the first Spanish language radio station in the United States, has applied to the FCC for a permit to build the first Spanish-language television station. The potential audience of Spanish-speaking persons within 100 miles of San Antonio is estimated at 800,000.—The Texas Outlook

Pamphlets on Ceramics

"Clay Play" by Julia Hamlin Duncan, sculptor and ceramics instructor at the Museum of Modern Art, New York, has been reprinted by Pemco Corporation, manufacturer of ceramic supplies. This article points out the value of clay work, as a hobby for all the family, and gives some basic instruction on how to begin.

A pamphlet, "Time To Kiln," was compiled of the questions which were consistently asked on how to stack a kiln, how to read pyrometric cones, when the kiln should be turned on and off, etc.

The pamphlets are available and are free for the asking. The address of Pemco Corporation is Baltimore 24, Maryland.

"Learn-By-Doing" Electrical Kit

A teaching-aid that opens up new areas for instruction at the Elementary and Junior High School levels has just been announced by Models of Industry, Inc., of Berkeley, California. It is "The Electrical Kit," a packaged classroom project that makes it easy to instruct pupils at the above levels in the principles and practices of basic electricity, a subject heretofore considered by most teachers to be too complicated for any but the "mechanically-inclined" children and "science major" teachers. The Electrical Kit is now available for distribution and is priced at $5.95. The company is located at 2804 Tenth Street.

An Attractive Activities Program

Mount Pleasant High School, Schenectady, New York, has organized a very attractive list of clubs and special service groups for students enrolled in that school. They are listed, together with a paragraph describing the activities of each group, in Student Life Magazine.

Interest groups include Art Club; Commercial Club; Current Events Club; Engineering Club; French Club; German Club; Girls' Athletic Club; Girls' Golf Club; Girls' Health Guidance Club; Girls' Officials' Club; Golden Spike Shoe Society; Music Club; Ski Club; Sportsman's Club.

Service Clubs include Athletic Council; Cheerleaders; Junior Red Cross Council; Library Club; Moppers; Moppettes; Nurse's Aides; Office Workers; Projectionists; Stage Crew; Student Board; Students' Store Club; Watchtower; and Yearbook Staff.

For Wandering Books

The New Orleans Public Library has come up with an idea which is cutting down absenteeism among its wandering books—and at the same time increases the convenience of its service, especially for shut-ins and vacationists.

The plan, called the "mail-back-your-book" system, is remarkably simple. The library provides stamped and addressed envelopes, big enough to hold a couple of average-sized books or several smaller ones.

Even the busiest or most forgetful reader has practically no excuse for not returning a borrowed book to the library.—Nation's Business

Educating Basketball Spectators

In the interest of better relations with basketball spectators, and to promote better understanding of the game, the International Association of Approved Basketball Officials has issued a special Spectator Information Bulletin. The bulletin is in section form, covering basic rules, points that many spectators do not know and over which they frequently get quite upset with the officials.

The I.A.A.B.O. hopes that athletic directors, public relations officers, or basketball coaches

will assume the leadership in disseminating this material to spectators prior to each game. Two or three minutes can be utilized before each game to present one or two sections of the bulletin. An informed audience is an appreciative audience.

Copies of official basketball signals as well as cards of instructions for timers and scorekeepers are also available upon request.

If you have not received a copy and are interested write to Stewart Paxton, Director of Public Relations, I.A.A.B.O., 626 Potomac Avenue, Hagerstown, Maryland.—The Coach

Driver Education Program Grows

By next spring the nation will have at least 5,000,000 young men and women who have been trained in high school to be safe drivers, the Association of Casualty and Surety Companies said recently when it announced that top honors among 23 states named as recipients of plaques in its Sixth Annual Driver Education Award Program had been shared by Oklahoma, Delaware, and Massachusetts.

If the present rate of growth of the driver education movement is maintained, the Association added, within four years more than a million high school students will be enrolled annually in these courses, starting with the 1956-57 academic term. Nearly 800,000 students took the safe driving courses in 8,653 public high schools during the 1952-53 term ended last June, the highest on record, it was announced. This represented an enrollment increase of about 61,000 over the previous school year.

The number of public high schools offering driver education last term increased 435 over the previous school year. This compared with a gain of 191 last year and 728 during the 1950-51 academic term.—Association of Casualty and Surety Cos., 60 John Street, New York 38.

Kids Learn by Doing Thru Community Chest

In the majority of Community Chest cities, school children take a direct part as givers in the united campaign. In these cities, educators and chest leaders, agree that giving, like doing, is a part of learning.

In the student Red Feather drive, the youngsters learn to be good citizens by practicing it. They acquire generosity by being generous. There is no make-believe about it; they are sharing in an adult experience and their contribution, small tho it is, is a full scale measure of their interest. They have the full and complete satisfaction of knowing their gift helps.

The children may themselves be beneficiaries of the Red Feather.—The Texas Outlook

Materials on Conservation Education

A new fifteen-page bibliography of "Free and Inexpensive Materials for Conservation Education" can be secured from the National Association of Biology Teachers for ten cents. It was prepared by Muriel Beuschlein of Chicago as a part of the three-year Conservation Project being sponsored by the Association. Copies can be secured from the Project Leader, Dr. Richard L. Weaver, P. O. Box 2073, Ann Arbor, Michigan. There is a twenty per cent discount on orders of 100 or more.—Calif. Journal on Secondary Education

Publish Girl Scout Handbook

A new edition of the "Girl Scout Handbook," the basic text on which Girl Scouting bases its program, was issued on October 26 during the annual observance of Girl Scout Week.

The book is a compendium of facts, instructions, suggestions, and policies designed to help girls acquire new skills and to put present skills to useful service. Although it is written primarily for the ten to 13 year old Intermediate scout, it contains much interesting information for the general reader.

The national headquarters of the Girl Scouts is at 155 East 44th Street, New York.

Fun On Wheels

A "Playmobile," carrying portable recreation equipment, brought summertime fun to youngsters in Detroit areas where playground facilities were inadequate. A local service club provided the tractor and trailer unit which carried swings, seesaws, sand boxes, a portable basketball standard, handcraft equipment, a record player, horseshoes and stakes, and street shower equipment.

Manned by a driver and two experienced recreation leaders paid by the city, the machine operated on a five-day schedule of two three-hour stops per day. Attendance figures indicated that the kids loved it.—Nation's Business

Career-Day Publication

The office of guidance services, Minnesota State Department of Education, has issued a helpful guidebook on career days, career conferences, and college days and conferences.

Successful career investigation is possible and plausible even in the small community. Concrete suggestions and helps are given in the publication.

Copies may be had from the State Department of Education, Vocational Division, St. Paul.—Minnesota Journal of Education

How We Do It

COFFEE BREAK

A rather unique program for mid-morning relaxation has been instituted at Oroville High School, in Oroville, California. Three years ago the faculty and administration of the school noted that by mid-morning the students were more restless than at any other time of the day. The result was that the principal carried on an investigation to ascertain what was the basic cause of this situation.

After two weeks of intensive research the principal noted that the students were restless due to one basic factor, namely that by 10:15 in the morning they were hungry. Further investigation revealed the fact that several members of the faculty were having the same difficulty during the later hours of the morning the same as many of the students.

The results of the principal's investigation were presented to a special meeting of the faculty. The purpose of the meeting was to present the findings of the investigation and to receive concrete suggestions for a feasible solution to the problem.

Basically the dominant single factor for the student being hungry at mid-morning was due to the fact that many of them arose at an early hour and traveled considerable distances by school bus in order to attend high school each day. The result was that by 10:15 each morning many of these students were starting to get hungry because it had been four or five hours since they had eaten their breakfasts. Other reasons listed were having no breakfast at all down to and including getting up too late to have breakfast in order to avoid being late for school.

At the conclusion of considerable discussion and after having advanced several suggestions, as a means of solving the problem, the principal devised the idea of a coffee break to be held from 10 to 10:15 each morning of school. Appropriate sustenance was to be provided by the high school cafeteria both for the students and the faculty in order that both might enjoy the coffee break. The price of the items to be held down to a nominal cost.

The result was that with a 15-minute break in the morning program of the school the students were more attentive and responsive in class for the balance of the morning program. It further enabled both the students and the faculty to relax for a few minutes which was beneficial to both groups.

I have observed teachers and students mingling together during the coffee break which they could not do in any other way during the school day. The socializing factor that has developed between the faculty and students under such conditions has been unlimited. It has tended to further humanize instruction in this particular high school.

Another advantage of this activity is that it has afforded both the faculty and the students the opportunity to explore and discuss personal problems under more pleasant and conducive conditions than afforded by the average high school classroom. Observing one day in an English class, two boys were a little too obstreperous, the teacher very quietly said, "I would like to see you two fellows at the coffee break. I will bring the coffee this time." Later during the coffee break I noted the teacher and the two boys resolving their problems over a cup of chocolate.

One does not have to evaluate too much to realize that this activity, in any modern high school, is both practical and sound in meeting a basic problem present in any high school throughout the nation today. It is a worthwhile cocurricular-faculty activity that can resolve many pressing problems as well as serving as another adjustment in making the high school a more pleasant place in which adolescent youth enjoy and look forward to attending in body as well as spirit.

The coffee break is recommended as a desirable addition to the cocurricular program of any forward looking high school. It results in the development of a happy faculty and student body.
—Dr. J. Russell Morris, Professor of Education, Chico State College, Chico, California

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COURTESY COMMITTEE

The Hattiesburg High School Courtesy Committee was formed in 1948. Since that time it has been active in extending courtesy to students who are sick, and sympathy in case of death in the family of any student.

A representative to the committee is elected out of each English class during the first term of school. It is his duty to see that courtesy is extended to the members of his class, by notifying a purchaser, who is elected from the senior, junior, and sophomore classes. All purchases are made by the students, and all bills are paid by them after their approval by a faculty sponsor.

Cards, costing not more than fifteen cents, are

sent to students who are sick at home for over three days. Students who are ill over an extended period of time are sent flowers or a gift, costing not more than three dollars. Baskets of fruit, pillow corsages, books, and magazines are among the types of gifts sent. Some students have received a surprise package each day, with a verse accompanying each one.

Sympathy cards are sent to students and faculty members upon the death of some member of the family other than mother, father, or guardian. Flowers, not exceeding four dollars, are sent in case of death in the immediate family.

Hattiesburg High students are extremely proud of this system, which extends the same courtesy and attention to all. They are glad to contribute twenty-five cents each year to the fund which enables the Courtesy Committee to do its work.—Bettye Tucker, Editor, "Hi Flashes," School Newspaper, Hattiesburg High School, Hattiesburg, Mississippi

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ALL PROBLEMS ARE NOT ARITHMETICAL

After the unit on orientation the students were assigned to choose some problem they would like to have solved concerning some phase of their personal or social life.

The next day all problems were listed on the blackboard and the students were allowed to choose which problem they would like to solve, whether it was their own or someone else's. This selection of a topic broke the students into groups ranging from ten to three students per group. Among the problems presented the following were selected: Dating problems; health; getting along with brothers and sisters; work experience; and how to get the job. The group then listed the resources from which they could get the necessary information such as, parents, teachers, business people, other students, and books in the library.

Each group then met and selected a chairman and a recorder. The problem was then broken down into its various aspects and the members then assigned themselves a certain phase to study. At this time the teacher suggested that the students should think of some means of reporting to the group and listed various examples of reporting such as, a panel, a radio program, a speaker to be brought into class, a tape recording, or a movie to bring out an important part of their topic.

The group that studied dating polled the student body for questions concerning dating and also for the answers to some of the questions. Teachers and parents were used as resource people also. The information thus gathered was presented to the class through a panel discussion.

The group that had the problem of getting along with brothers and sisters chose to report by means of a tape recording. This required writing a script and practice in presenting material in this manner. This group used other students mainly as resource people for finding out how they handled certain situations.

The group on work experience decided to find out where students could work after school and during the summer—the type of work, how much they would get per hour, and how many hours a week they would work. This information was then mimeographed and given to members of the class. These are just three examples of what the students did.

Each student developed a sense of responsibility in that he would help in solving a problem concerning other classmates and it would be up to him as an individual to do a good job.

It also gave students an opportunity to gather information and select that which would best serve the group. It also gave each student an opportunity to set up before a group and speak on a topic in which he felt that he knew what he was talking about.

In evaluating the method, one of the questions students were asked was what they thought of the experience. One boy said, "You are the only teacher I work for because I have to show you and everyone else what I have done." Others said they learned more because they studied what they wanted to learn.—Don H. Wachter, LaSalle High School, St. Ignace, Michigan

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CLASSES PROVIDE SUITABLE MEETING FACILITIES

It is customary for the Music Department of the L'Anse Township School District to present a concert at Christmas and Easter of each year.

Because the school has no auditorium these concerts are presented in the gymnasium. Since this room was a poor substitute for an auditorium, it was decided that something must be done to make it more presentable for such a program.

The art teacher, industrial arts teacher, and

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20	12	.32	.26	.20	.16	.13	.11	.08	.06
30	20	.36	.29	.22	.18	.16	.12	.10	.07
60	45	.46	.36	.28	.23	.19	.16	.11	.10
100	81	.76	.60	.47	.38	.31	.25	.19	.16
260	228	1.67	1.33	1.03	.84	.70	.56	.42	.34
380	342	2.35	1.88	1.46	1.18	.98	.80	.59	.47

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the music teacher met together with the superintendent of schools to survey the possibilities. It was decided that something should be done and the above mentioned departments were given permission to plan the project.

The art department had been studying the art of stained glass window and when presented with this problem confronting the school they wanted to try to make an imitation of stained glass windows.

They began by designing windows in color on drawing paper. Proportion, design, and color were worked out. The class selected the best four and then began to work on how these were to be reproduced in such a size and form as to be used for such a purpose.

At this point the industrial arts class was brought into the problems. After some discussion and experimentation, materials were decided upon and the project was put into full swing.

The art students using a cloth backing, colored cellophane, rubber cement, heavy tar felt, and paint went to work on the faces of the windows.

The industrial arts students designed the frame of white pine to which a plywood back was fastened. It was decided to use aluminum paint on the inside to diffuse the lighting.

The wiring, to supply the light on the interior, was done by the electricity class after a study was made to determine the placement of lights. Through experimentation they decided on the size of light bulb to use.

Since these lights were to be inclosed, the problem of heat effect upon the materials used was considered. It was decided that ventilation need be provided. This was done by drilling holes in the top and bottom of the frame.

At this point the efforts of the two departments were brought together with the fastening of the faces to the frames.

Through the cooperation of the students of the various departments of the school a setting for the annual concerts was produced. "Stained glass" windows three feet wide and eight feet high, presenting the Mother and Child, angels, and a "rose" window to be placed above the four were beautiful in themselves and had supplied

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a wonderful work experience for all the students involved.—Joseph G. Hampton, Superintendent of Schools, Baraga County, Michigan

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A STUDENT PROJECT

The old clothing drive at Pershing high school was started through a city wide movement, but the actual planning and carrying out of the project was done by the school student council.

First, the clothing drive was placed on the agenda and then brought up before the council. Next, a committee was formed to formulate a master plan. At the following council meeting the committee had presented their plan which provided for three sub-committees: Publicity, Collection, and Prize.

Functions of the Publicity committee were to prepare attractive posters advertising the drive throughout the school, see that announcers were scheduled for the weekly school radio broadcast, and to set up a speakers' committee to visit the study halls.

The collection committee's tasks were to establish collection stations and a system of recognizing individual contributions of students.

The project of the Prize committee was to secure prizes for the individuals and groups bringing in the largest bundles of old clothing.

The Publicity committee launched the initial drive by garnering the talents of the advanced art class in eye-stopping posters which they placed on the hall bulletin boards of all three floors of the school. Next, they mimeographed information sheets which were passed out to each council representative, who in turn, passed on the information to the attention of each of their organizations, placing special emphasis on the group and individual prizes.

Prizes, such as free lunches, were donated by the lunch room. This committee also added impetus to the drive with the attraction of season passes for the home basketball games secured from the health department. The woodworking shop made their bid for recognition in the drive by the creating of a wooden plaque, engraved handsomely, to be awarded to the record room with the largest donation of old clothes.

The big day, Collection Day, was a bee-hive of activity. My first class, the second hour, was already showing the fruits of Council's industrious planning. By the fifth hour, the piles of old clothes were on their way towards the ceiling. I'm happy to say that Pershing placed third among the City's high schools in that particular drive, a fact which I am sure, made the Student Council glow with pride in their success—and the faculty as well.—Jack Matthews, Pershing High School, Detroit, Michigan

Comedy Cues

Bearer of Gifts

An Irishman, inviting a friend to a party, explained how to find him in the apartment building where he lived. "Come to the seventh floor," he said, "and where you see the letter 'D' on the door, push the button with your elbow, and when the door opens, put your foot against it."

"Why do I have to use my elbow and foot?" asked the friend.

"Well, for heaven's sake," exclaimed the Irishman, "you're not coming empty handed, are you?"

Honestly!

Brown's fishing venture had been a flop, and on his way home he entered the local fish market. When the dealer asked what he wanted, Brown said, "Just stand over there and throw me five of the biggest trout you have."

"Throw 'em? What for?" asked the dealer in amazement.

"So I can tell the wife I caught them," replied Brown. "I may be a poor fisherman, but I'm no liar."—Practical English

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Should Hang His Head

They laid the unconscious man out on the station house floor, and the doctor examined him, while the cop who brought him in stood by. The doctor finished and rose. "That man's been drugged."

The cop hung his head. "It's my fault, sir. I drug him six blocks."—Ex.

Wait—A Minute

A little girl readying herself for bed was trying to get the little neighbor boy to continue with their evening's play but the little boy protested, "I'm not supposed to see little girls in their nightgowns." In a few moments the situation was remedied when the girl shouted, "It's okay, I took it off."—Ex.

Habit

One bitter winter morning a farmer driving to town noticed his neighbor out chopping wood. Nothing strange about that except that the neighbor was clad only in a long flannel night shirt.

"Seth!" called the farmer, "what in blue blazes are you chopping wood in your night shirt fer?"

"Well," Seth replied, "I allus have dressed beside a fire in the mawnin' and, by golly, I ain't going to stop now!"—Ex.

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